

Early Childhood Personnel Center CSPD from Exploration to Implementation

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Early Childhood Personnel Center's Mission

to facilitate the implementation of
**integrated and comprehensive
early childhood systems
of personnel development (CSPD)**
for all disciplines
serving infants and young children with
disabilities

A Comprehensive System of Personnel Development

is a necessary and integral
quality indicator of
an early childhood service system

AND

the early childhood workforce
who serve infants, toddlers and preschool children
with disabilities and their families



CSPD should include:

Clear **statement of the problem** the strategic plan intends to address

Broad **goal statement** of what to be accomplished

Outcome-oriented objectives which move toward that accomplishment

Strategies and actions which will enable the accomplishment of objectives

Operational guidelines for implementation

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination and Sustainability	Structures for ongoing support of all personnel development activities
Recruitment and Retention	Strategies to identify, hire and maintain a qualified workforce across sectors and discipline
Personnel Standards	Discipline specific knowledge, skills and competencies for the early childhood workforce
Pre-Service Training	Formal program of study at an Institute of Higher Education to prepare for the early childhood workforce
In-Service Training	Ongoing learning activities to maintain and build the competence of the early childhood workforce
Evaluation	Plans for evaluating each subcomponent of the CSPD



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



ECPC Implementation Stages

PHASE ONE

Exploration

- Develop core planning team and project liaison
- Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework
- Decide if ECPC intensive TA is a match for state needs
- Identify stakeholders for strategic planning team

PHASE One: months 1-4

PHASE TWO

Installation

- Identify a date and location for strategic planning
- Invite stakeholders to be part of strategic CSPD team
- Facilitate a 1–2-day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD
- Establish meeting and reporting schedule for work groups and large strategic planning group

PHASE Two: months 5-6

PHASE THREE

Implementation

- Implement work plans for each CSPD subcomponent workgroup
- Develop monthly reports on workgroup progress, to distribute across all groups
- Meet monthly as a core planning team to review work group progress, provide feedback and assistance
- Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

PHASE Three: months 7-17

PHASE FOUR

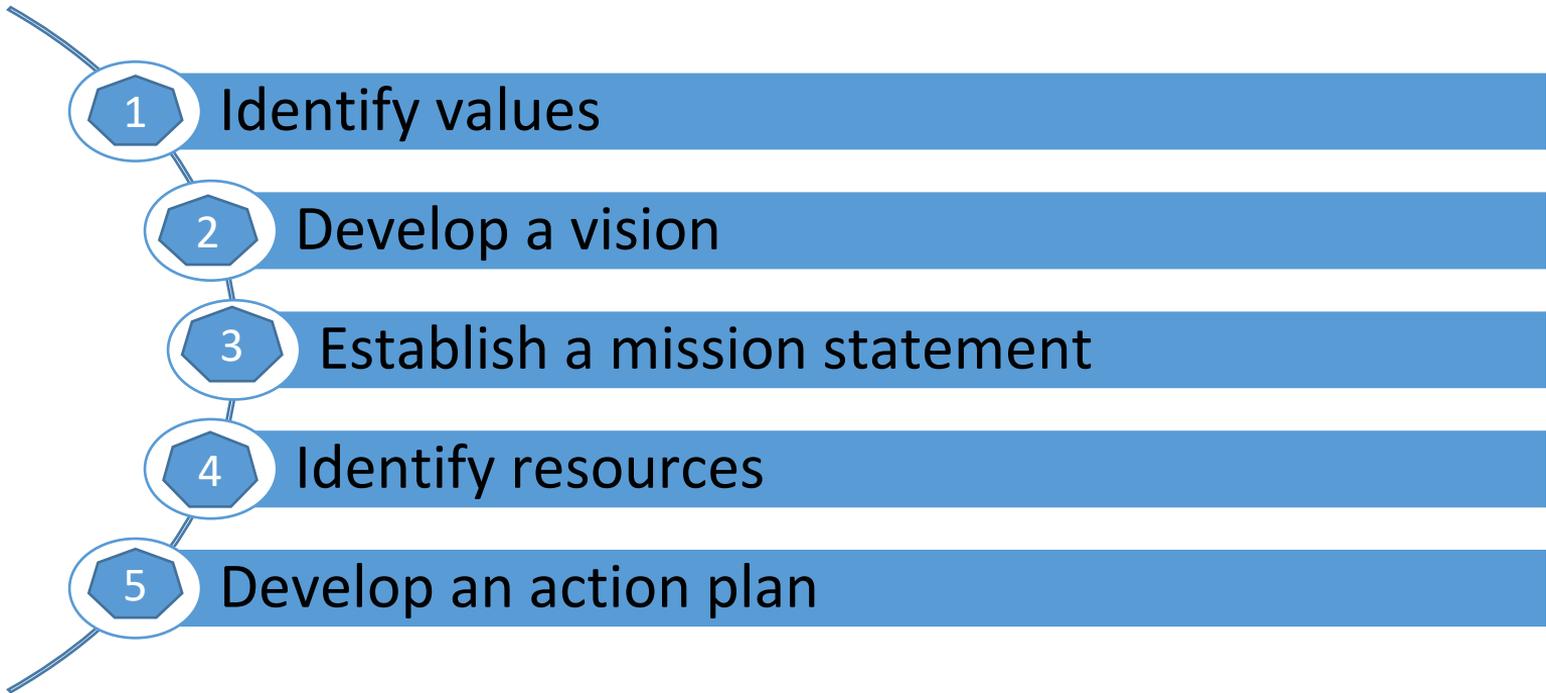
Standardization

- Prepare integrated CSPD report of progress and implantation plan
- Implement all subcomponent activities
- Evaluate all CSPD activities and modify as needed
- Revise CSPD and plan for sustainability

PHASE Four: month 18 and ongoing



Sequence of Strategic Planning



Example: Minnesota CSPD

Minnesota Vision Statement:

Each and every child gets the great start needed to succeed from their families, communities, and early learning experiences.

Minnesota Mission Statement:

Because each and every child, prenatal to 5, and their families deserve high-quality early care and education, Minnesota will integrate and align existing systems of personnel development in order to empower practitioners to implement and sustain the use of evidence-based practices.

PHASE THREE
Implementation

PHASE THREE: Implementation

Implement work plans by each CSPD subcomponent workgroup

Develop monthly reports on each CSPD workgroup's progress, to distribute across all groups

Meet monthly as a core planning team to review work group progress, and give feedback and assistance

Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

Action Plan for Each Sub-component

Sub-Component:

State:

Date Developed:

Date Updated:

Goals/Objectives Activities	Timeline for Completion	Resources Needed	Person(s) Responsible	Criteria for Success	Achieved Y/N
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Objective 1.2.					
GOAL 2.					
Objective 2.1.					
Objective 2.2					
Objective 2.3.					
GOAL 3.					
Objective 3.1					
Objective 3.2					
Objective 3.3					



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Example: Minnesota Recruitment and Retention

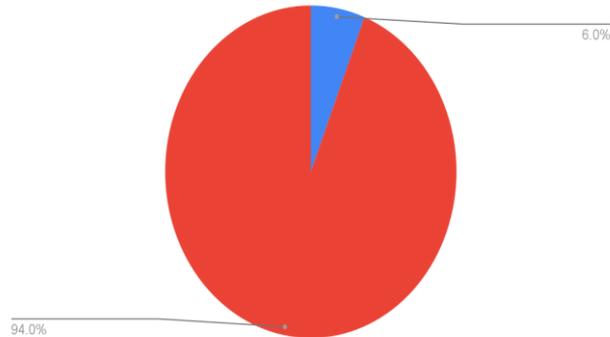
Goals Objectives /Activities	Person(s) Responsible	Resources Needed	Timeline	Measure for Success
GOAL 1: (QIPN9) Assess information already available on recruitment and retention in Minnesota				
Objective 1.1 Gather existing early childhood R&R information with emphasis on racial, geographic, economic equity. (QIPN9a)	Maren with support from MDE	P3, B8, PDGB5, Children's Cabinet, PELSB, Tipping Point Survey ECPC on-site support, Power to the Profession, Social workers	12/31/2019 Completed	All reports disseminated to all workgroup members. Housed in recruitment/retention folder on google drive
Activity 1.4.2 Conduct Survey	Team Members	All	January 2021 Completed	In process as of 3/22/2021 Dissemination list will be developed and tracked. Completed Survey

GOAL 2. (QIPN10) Identify barriers to recruitment and retention in key areas and create report				
Objective 2.1: Identify barriers to recruitment and retention in rural MN	Team Members	Data on personnel shortages across the state	June 2021	Draft document of identified barriers and use the fidelity checklist developed for reviewing reports
GOAL 3: Create list of recommendations regarding recruitment and retention for early childhood in Minnesota				
Objective 3.2 Distribute Report and Disseminate Results	Team Members	MDE, CSPD members	December 2021 Ongoing presentations through 2022	Final Report distributed to stakeholders; multiple presentations planned

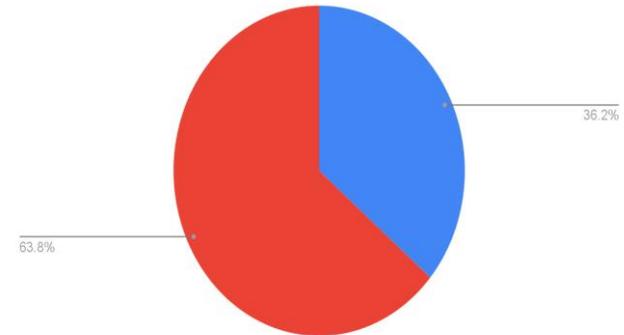
Example: Minnesota Pre-Service Action Plan

- Conducted statewide survey of 400 professionals working with children with disabilities in early childhood.
- Survey included very little representation from communities of color, so more data was needed.

What percentage of K-12 teachers in Minnesota identify as white?



What percentage of K-12 students in Minnesota identify as races other than White?



Recommendations (1 of 2)

- Address stigma around disability, specifically in marginalized communities, resulting in earlier identification, services for families, and improved recruitment
- Provide better and increased information and education on how to engage with diverse families, and about disability stigma in diverse communities. Ideally this PD should be led BY diverse families.
- Evaluate entrance requirements in higher education that may lead to racial/economic bias.

Recommendations (2 of 2)

- Increase training for pre- and in-service programs on the following topics: anti-racism, anti-ableist, implicit bias, diversity, and culturally responsive practices.
- Ensure training is provided by people with lived experiences.
- Engage in conversations about micro-aggressions.
- Encourage representation of diverse communities (including disability) in marketing materials – and recognize that people are multiply marginalized.
- Engage more adults with disabilities in professional development.

What are the CSPD and MN doing?

Outreach:

- Minnesota Department of Education
- PELSB (Minnesota State Licensing Board)
- Higher Education
- School Districts
- Legislators

Current legislative proposals:

- Grow Your Own programs
- Transform teacher licensing process
- Legislation regarding paperwork - paid due process time
- Funding for recruitment of teachers of color

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Quality Indicators: Personnel Standards

- State personnel standards across disciplines are aligned to national professional organization personnel standards.
- The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines



What are the EI/ECSE Standards?

The knowledge, skills, and dispositions professionals need to practice competently.

INITIAL PRACTICE-BASED PROFESSIONAL PREPARATION STANDARDS FOR EARLY INTERVENTIONISTS/ EARLY CHILDHOOD SPECIAL EDUCATORS (EI/ECSE)

WHAT ARE STANDARDS?

Standards are the knowledge, skills, and dispositions professionals need to practice competently.

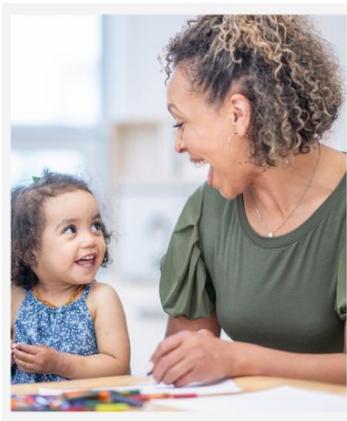
WHY DO WE HAVE EI/ECSE STANDARDS?

To develop preservice and inservice curriculum to ensure a high-quality workforce to support positive outcomes for children and families.



HOW WERE THE EI/ECSE STANDARDS DEVELOPED?

CEC and DEC convened an EI/ECSE Standards Development Task Force that analyzed multiple sources of information and resources with ongoing input from the field.



WHAT ARE THE THEMES IN THE EI/ECSE STANDARDS?

- ✦ Families as partners in decision-making
 - ✦ Respect for diversity
 - ✦ Equity for all children and families
- ✦ Individually, developmentally, age, and functionally appropriate intervention and instruction
- ✦ Partnerships, collaboration, and team interaction
- ✦ Multi-faceted use of technology and interactive media

WHAT ARE THE EI/ECSE STANDARDS?

- 1** Child Development and Learning
- 2** Partnering with Families
- 3** Collaboration and Teaming
- 4** Assessment Processes
- 5** Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experience
- 6** Using Responsive and Reciprocal Interactions, Interventions, and Instruction
- 7** Professionalism and Ethical Practice
- 8** EI/ECSE Field and Clinical Experience

MN Alignment Process

- January 2021 – alignment between EI/ECSE Standards and three sets of MN Standards
- February 2021 – now – one hour monthly meetings
- September 2021 – SONAR (statement of need and reasonableness) drafted for PELSB
- December 2021 – CSPD presented to PELSB to request the Board pursue changes to the ECSE licensure rule
- March 2022 – PELSB published request for comments – 60 day period
- August 2022 – Second public comment period
- December 2022 – March 2023 –Administrative law judge/hearings leading to Governor approval and final adoption

What does this mean?

- State personnel standards in EI/ECSE will be aligned to the professional EI/ECSE Standards.
- The criteria for state certification, licensure, credentialing and/or endorsement in EI/ECSE will be aligned to state personnel standards – which are the professional EI/ECSE Standards.



Using the EI/ECSE Standards



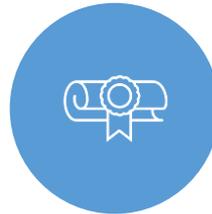
Apply for accreditation,



Develop/revise initial preservice program curricula/programs of study,



Design professional development systems to build on/compliment preservice preparation, and



Provide guidance for certification/licensure requirements.



PHASE FOUR: Standardization

Prepare integrated CSPD report of process and implementation plan

Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability

Elements of Change

Where are we now?



Where do we want to be?



What do we need to do to
get from here to there?



Next Steps



Interested in learning more about developing a CSPD in your state?

Email: Darla Gundler - gundler@uchc.edu

<https://ecpcta.org/cspd/>